DOCUMENT RESUME

ED 367 640 SP 035 081

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TITLE An Exploratory Study To Determine Principals' Perceptions Concerning the Effectiveness of a Fifth-Year Teacher Preparation Program.
PUB DATE 12 Nov 93
NOTE 26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Attitudes; Elementary Secondary Education; *Extended Teacher Education Programs; Higher Education; *Internship Programs; Preservice Teacher Education; *Principals; *Program Effectiveness; Program Evaluation; Questionnaires; Student Teaching; *Teacher Interns
IDENTIFIERS *University of Tennessee Knoxville

ABSTRACT

This dissertation synopsis reports on the perceptions of principals concerning the effectiveness of a fifth-year teacher preparation/internship program and compares these perceptions with prior held views concerning fourth-year student teacher program effectiveness. The internship program includes Analysis of Teaching for Professional Development (2 credit hours), Professional Internship in Teaching (12 credit hours), Clinical Studies (4 credit hours), 6 credit hours in appropriate teaching methods, and 12 credit hours in an approved concentration. Forty principals directly involved with the supervision of interns who completed the University of Tennessee, Knoxville fifth-year teacher preparation/internship program were surveyed, and eight were interviewed. Results revealed general support for the internship program. Principals gave high ratings to statements about interns developing effective professional relationships with mentoring teachers, the year-long time frame, and interns' exposure to extracurricular activities. Principals gave low ratings to interns' pursuance of a master's degree, the content area skill of interns compared to student teachers, and intern performance on the Tennessee Instructional Model compared to student teachers. Maturity and confidence of interns were perceived as program strengths. The study concluded that a fifth-year teacher preparation/internship program compared favorably with fourth-year student teaching programs. (Contains 15 references.) (JDD)

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ED 367 640

AN EXPLORATORY STUDY TO DETERMINE PRINCIPALS' PERCEPTIONS CONCERNING THE EFFECTIVENESS OF A FIFTH -YEAR TEACHER PREPARATION PROGRAM

A Paper Presented at the

Educational Research Association Annual Meeting

New Orleans, LA

November 12, 1993

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Introduction

This paper is a synopsis of a dissertation entitled "An Exploratory Study To Determine Principals' Perceptions Concerning The Effectiveness Of A Fifth-Year Teacher Preparation." The study was conducted by the author at The University of Tennessee, Knoxville during the 1992-93 Academic year.

The preparation of teachers has undergone a variety of reforms during the past several years. Over 100 universities nationwide have developed fifth-year teacher preparation programs designed to offer a unique approach to the development of beginning teachers. The University of Tennessee, Knoxville implemented its program during the 1991-92 school year.

The purpose of this study was to determine the perceptions of principals concerning the effectiveness of a unique fifth-year teacher preparation/internship program and to compare these perceptions with prior held views concerning fourth-year student teacher program effectiveness. The study is descriptive in nature. The population of this study consisted of 40 principals who were directly involved with the supervision of interns who completed the UTK fifth-year teacher preparation/internship program during the 1991-92 school year.

Four basic research questions guided the study. They included:

Question 1

Do principals who have taken part in a fifth-year teacher preparation/internship program perceive that such a program is generally effective in producing beginning teachers?

Question 2

Do principals who have taken part in a fifth-year teacher preparation/internship program perceive that such a program produces a more effective beginning teacher than fourth-year student teaching programs?

Question 3

Do principals who have taken part in a fifth-year teacher preparation/internship program perceive that such a program produces effective teachers in terms of a variety of state and local models of evaluation?

Question 4

What are the greatest strengths and weaknesses of a fifth-year teacher preparation/ internship program?

The Review of Literature

During the past century a variety of curricula, techniques and strategies have been used to prepare our nation's teachers. At the turn of the century a common avenue of teacher preparation was the two year normal school. By the 1950s the traditional four-year approach was implemented by a variety of colleges and universities. The latest effort to reform and reshape the preparation of teachers is embodied in a fifth-year teacher preparation/internship program which has been implemented at The University of Tennessee, Knoxville as well as over 140 other flagship type institutions nationwide. (Tomorrow's Schools, 1990).

At the turn of this century teacher preparation was in large part haphazard (Aspenwall, 1902). The rise of free and universal public education put a strain on the demand and preparation of teachers in this country (Luckey, 1915). By 1920 a variety of educational experts recommended lengthening the student teaching or practice teaching experience (Judd, 1920), (Luckey, 1915) and (Learned and Bagley, 1920).

In many instances the program of study to prepare teachers prior to World War II lacked vigor and uniform standards (Charters and Waples, 1929). Certificates were offered in many cases with as little as one year of college preparation (Learned and Bagley, 1920).

The rise of the four-year teacher's college would attempt in many ways to improve the in-adequacies of the earlier system. The goal was to improve the professional training

of teachers through a more comprehensive program that provided a four-year course of study with emphasis placed on instruction, foundations of education and an extended practice teaching experience (Cremin, Shannon, and Townsend, 1954).

Extending the traditional four-year approach to include a fifth year of professional growth is not a new concept. At least one university system prepared teachers in such a manner during the 1960s. The University of California Graduate Internship program provided prospective teachers with a realistic year-long teaching experience coupled with appropriate seminars integrating theory with practice and ultimately developing effective beginning classroom teachers (Stone and Robinson, 1965).

The Holmes Group Agenda

As a result of educational reform efforts across the country, deans of several colleges met in 1983 to consider a restructuring and revolutionary change in teacher preparation in the U.S. The group was led by Judith E. Lanier, Dean of Michigan State University's College of Education, and former Secretary of Education, Terrel Bell. The Holmes Group began to analyze teacher education nationwide. The consortium of universities numbers over 100 today, "organized around the twin goals of reform of teacher education and the reform of the teaching profession" (Tomorrow's Teachers, 1986, p. ix).

Three major works would result from The Holmes Group's efforts: Tomorrow's Schools: Principles for the Design of Professional Development Schools (The Holmes Group (1990); Tomorrow's Teachers: A Report of The Holmes Group (1986); and "Work in Progress: The Holmes Group One Year On" (1989). The present research effort depends on a complete understanding of The Holmes Group agenda, in as much as The University of Tennessee, Knoxville is a charter member of the consortium. The consortium was named for Henry W. Holmes, who was Dean of The Harvard Graduate School of Education during the 1920s. Holmes had battled for reform of ineffective methods and strategies of teacher preparation during his tenure at Harvard (Tomorrow's Teachers, 1986).

The Holmes Group advanced five major goals for the improvement of teaching:

1. To make the education of teachers intellectually more solid.
2. To recognize differences in teachers' knowledge, skill and commitment in their education, certification and work.
3. To create standards of entry to the profession--examinations and educational requirements--that are professionally relevant and intellectually defensible.
4. To connect our own institutions to schools.
5. To make schools better places for teachers to work and learn. (Tomorrow's Teachers, 1986, p. 4)

The revolutionary change advocated by The Holmes Group would create three levels of teachers, the first of which is the "instructor." The instructor would hold a four-year undergraduate degree and serve as a novice teacher. Certification at this level would be temporary and non-renewable. The "professional teacher" certificate would be awarded only to those teachers who had completed a master's degree in teaching. This reform is at the core of The Homes Group agenda. It requires course work within a major and minor, as well as pedagogy and a full year as an intern in a school environment. This reform moves full certification in teaching to the master's level. The highest certification advocated by the group would be "career professional." This individual would meet the highest standards in teaching, including the earning of an advanced degree (Tomorrow's Teachers, 1986).

New standards of teacher licensing required a revamping of the traditional undergraduate teacher education program. A cornerstone of The Holmes Group reform is the movement of teacher preparation from the undergraduate level to the graduate level.

The Holmes Group rejects the notion that teachers should be generically prepared to teach virtually any subject. Teachers should be experts in their specific fields of study. Citing a variety of recent reports, the consortium advocates a much more vigorous preparation. "Most teachers exhibit no grasp of their subjects, nor any passion for them.

Their pedagogy is as sadly lacking as their grip on the material" (Tomorrow's Teachers, 1986, p. 15).

The present condition of teaching was offered as evidence that past reforms had not worked. Many of the day's teaching force were exposed to a variety of reforms over the past 30 years. The abolishment of undergraduate programs was not viewed as a panacea. Undergraduate programs were urged to totally revise the curriculum, providing challenging subject matter to students as well as the intellectual focus of their disciplines. Finally, coherent programs at both the undergraduate and graduate levels should be integrated. The goal of undergraduate programs, then, must be to provide a foundation for the development of good teachers who are skilled in terms of subject area and the basic pedagogy of teaching (Tomorrow's Teachers, 1986).

The Holmes Group acknowledges that there is no single blueprint to accomplish its goals. "No two universities will have identical programs" (Tomorrow's Teachers, 1986, p. 17). The reforms advocated require a tremendous effort on the part of colleges of education. Fifth-year programs would not be developed overnight; each is dynamic, requiring years to implement. The Holmes Group advocates that fifth-year programs be well thought out, incorporating research methodology, advanced teaching strategies, cooperation between local schools of education and public schools, as well as an intensive year of internship with master teachers (Tomorrow"s Teachers, 1986).

The competent and effective beginning teacher who results from such efforts possesses a deep understanding of subject matter and student learning as well as the social context of today's modern classroom. This "interactive learning" is neither boring nor dull. It is not a one-way enterprise. Students, therefore, should be directly involved in the learning process (Tomorrow's Teachers, 1986).

The University of Tennessee, Knoxville's (UTK)
Fifth-Year Teacher Preparation/Internship Program

The foundation of an effective post-bachelor teacher preparation program including the fifth-year internship is dependent on a strong liberal arts degree with a variety of pre-teaching classes and field experiences (Tomorrow's Schools, 1990). The creation of a fifth-year internship program for the 1991-92 academic year required a revamping of UTK's undergraduate education programs.

Prospective teachers at UTK, in accordance with the Holmes agenda, complete a bachelor's degree with a liberal background. Both elementary and secondary students earn a minor in education. Minimum requirements for acceptance into the fifth-year program include at least a 2.5 cumulative grade point average (GPA) and satisfactory completion of a pre-professional skills test or its equivalent. Prospective teachers must seek admission to teacher education through a board of admissions. The selection process is competitive (UTK Undergraduate Catalog, 1991-92).

Prospective elementary teachers complete a liberal arts core as well as the education minor, which consists of 28 semester hours in education, psychology, curriculum, laboratory and field studies, elementary and middle school teaching methods, and professional studies (College of Education, Pre-Teaching, 1991).

Prospective secondary teachers complete a major in one of several subject areas. In addition to liberal arts requirements, secondary students complete a 15-semester hour minor in secondary education, which includes educational psychology and counseling, field experience, secondary education curriculum, professional studies, and computers (College of Education, Secondary, 1991).

The University of Tennessee, Knoxville offers a Master of Science degree in Education. The 36-hour program is sometimes called the professional year. Secondary and elementary interns take four semester hours of internship during the fall semester and eight semester hours during the spring semester. The post-baccalaureate program prepares interns upon completion for state teaching licenses. Course work includes

Education 574, Analysis of Teaching for Professional Development, two hours; Education 575, The Professional Internship in Teaching, 12 hours; Education 591, Clinical Studies, four hours; a total of six semester hours in appropriate teaching methods; and a final 12 semester hours within a concentration approved by the intern's graduate committee, which may be taken prior to the professional year or upon its completion (Tennessee Graduate Catalog, 1991-92).

The internship experience is a collaborative enterprise between prospective teachers, the College of Education, and the public schools of East Tennessee. The guidelines and policies of the internship are encompassed in the UTK College of Education Internship Handbook (Cagle & Heathington, 1991) (see Appendix F). The internship experience and teacher preparation program became the standard method of teacher preparation at The University of Tennessee, Knoxville for the 1991-92 school year. As a member of The Holmes Group, the internship program was developed in conjunction with many of The Holmes Group principles. Furthermore, the internship program meets or exceeds all guidelines and policies set forth by the Tennessee State Board of Education in 1988 (Cagle & Heathington, 1991).

Fifth-year teacher preparation research is limited. While the views of interns - mentors, and university supervisors have been studied, the views of principals has largely been ignored. This study attempted to describe the perceptions of principals who were involved with one such program.

Methods and Procedures

The methods and procedures used in this study were designed to answer the four research questions mentioned previously. The population identified to participate in this study was a cluster of 40 principals who participated in a unique fifth-year teacher preparation/internship program in conjunction with The University of Tennessee, Knoxville (UTK) during the 1991-92 school year. Each principal in the study led a K-12 public school in East Tennessee during the 1991-92 school year. The population of this study was selected for the following reasons:

1. The principals involved in this study were charged with direct supervision of UTK interns within their respective schools during the 1991-92 school year.
2. Principals are uniquely qualified to evaluate programs of teacher preparation.
3. While fifth-year teacher preparation/internship program research is on the rise, a limited amount is directed at principals.

A list of principals who had participated in the UTK fifth-year teacher preparation/internship program was obtained from Dr. Betty Heathington, director of the UTK Office of Field Studies. Since all principals involved in the program during 1991-92 were included in this study, sampling techniques were not utilized in Phase One.

Forty principals responded to the questionnaire, yielding an overall response rate of 100%. A stratified random sample was obtained in proportion to the percentages of elementary, middle school/junior high, and high school principals in the study population. A 20% stratified random sample was used for the second phase of the study. A sample of three elementary principals, two middle school/junior high principals, and three high school principals was selected from the original population of 40 principals.

Description of the Instruments

Two specific data collection instruments were used for this study: a questionnaire (PPQ) with specific stimulus statements, followed by a Likert type scale for responses, and a second instrument, a Semi-Structured Interview Guide, which was comprised of eight open-ended questions.

The PPQ was designed to obtain the broadest perceptions of principals in the study concerning a unique fifth-year teacher preparation/internship program. The PPQ contained nine general demographic questions, including gender, race, age, level of education, years as principal, school type and enrollment, community type, and to what extent the principals had supervised student teachers in the past (see Appendix A).

The researcher discussed at length the number and types of domains that were necessary for this study to be valid. Each question was reviewed by several UTK College of Education faculty members and researcher colleagues. Three specific domains developed for the PPQ were as follows:

1. General Effectiveness of the UTK Fifth-Year Teacher Preparation/Internship Program
2. Effectiveness of a Fifth-Year Teacher Preparation/Internship Program Compared with Fourth-Year Student Teaching
3. Intern Performance on the State Model for Local Evaluation.

In order to determine a deeper understanding of principals' perceptions, the Semi-Structured Interview Guide was developed (see Appendix B). This second instrument was designed to determine fifth-year teacher preparation/internship program strengths, weaknesses, possible changes, as well as to determine to what extent the relationship between the university and public schools had changed. Finally, the guide allowed principals to make final comments.

An effective and proper interview guide possesses many of the same objectives of a questionnaire. The interview process has some distinct advantages. "When well conducted it can produce in-depth data not possible with a questionnaire; on the other hand, it is expensive and time consuming, and generally involves smaller samples" (Gay, 1987, p. 203). The interview process works best when dealing with questions that cannot be answered easily through objective testing. While the PPQ is quantitative and straightforward, some questions involving a fifth-year teacher preparation/internship program require a qualitative approach.

The eight-question Semi-Structured Interview Guide was designed to add validity to the overall study. Each of the questions examined one or more important aspects of the study. The interview guide was designed to allow principals to respond to/answer the fourth and final research question of the study, as well as to add depth to the PPQ. Questions that are less structured tend to yield the most in-depth responses (Gay, 1987).

The Semi-Structured Interview Guide was pretested by a small panel of teacher educators and principals who were not involved in the study.

Similar to the questionnaire process, Gay (1987) recommends the guaranteeing of anonymity to all respondents. Furthermore, the interviewer should be well prepared. Each interview should begin with complete questions that serve to inform and relax the interviewee. Gay recommends the use of recording devices in order not to slow the interview process: "In general, mechanical recording is more objective and efficient" (p. 205). For the purpose of this study, specific instructions were given to each participant in the stratified sample prior to the interview. Each principal was allowed as little or as much time as needed to respond to each question. Care was take to communicate the purpose of the study and, more specifically, the purpose of the interview process to each participant.

Data Collection

Each principal involved in the study was telephoned prior to the data collection process. The PPQ was mailed in the Fall of 1992 with a cover letter asking for the principal's participation. After two mailings and follow-up telephone calls a 100% return rate was realized. The high response rate is probably due to the close relationship between The University of Tennessee School of Education and the principals involved in the study.

A randomly selected portion of elementary, middle, and high school principals were involved in the second phase of the study, the interview process. Eight principals were selected as part of the interview sample. Each responded to the Semi-Structured Interview Guide. See Appendix B.

Results of the Study

Results of the study revealed general support for the UTK fifth-year teacher preparation/internship program. Thirty three of 36 statements received means of 3.50 or higher. Domain 1, general effectiveness of The University of Tennessee internship,

received a mean of 3.83. Domain 2, effectiveness of a fifth-year internship compared with fourth-year student teaching, received a composite mean of 3.69. Domain 3, intern performance on the state model for local evaluation, received a mean of 3.63. The overall questionnaire mean was 3.72. (See Table 1).

The highest rated statements by principals pertained to; Fifth -year interns developing effective professional relaltionships with mentoring teachers rated at 4.15. The year long time frame being appropiately rated at 4.08 and Intern exposure to extracurricula activities receiving a mean of 4.05.

The lowest rated statements by principals pertained to: Pursuance of a master's degree rated at 3.28, the content area skill of interns compared to student teachers rated 3.49 and Intern performance on the Tennessee Instructional Model compared to student teachers received a mean of 3.45. (See Table 1).

Table 1. Overall Mean Responses, Standard Deviation, and Composite Means by Domain for Principal's Perceptions Questionnaire

Key: 1 = SD - Strongly Disagree
2 = D - Disagree
3 = N - Neutral
4 = A - Agree
5 = SA - Strongly Agree

PPQ Overall Mean $\overline{\overline{x}}$ = 3.72

Domain 1: General Effectiveness of The University of Tennessee, Knoxville Internship

#	Statement	Mean $\overline{x}$	Standard Deviation
1.	A year-long internship produces an effective beginning teacher.	3.98	0.6196566
2.	A year-long internship produces a reflective beginning teacher.	3.98	0.6196566
3.	A year-long internship program fosters a collaborative climate between K-12 public schools and colleges of education.	3.66	1.0087338
4.	The pursuit of a master's degree in teaching enhances the development and growth of the effective beginning teacher.	3.63	0.8969321
5.	Fifth-year interns communicate effectively within the educational environment.	3.65	0.6998168
6.	Fifth-year interns manage the classroom effectively.	3.50	0.7510676
7.	A year-long internship is an appropriate amount of time for in-school teaching experiences.	4.08	0.8285762
8.	Fifth-year interns are exposed to appropriate extracurricular school activities.	4.05	0.8149249
9.	Fifth-year interns communicate and relate well to students.	3.68	0.6938373
10.	Fifth-year interns are well prepared within their specific content area(s).	3.83	0.6751068

Domain 1: General Effectiveness of The University of Tennessee, Knoxville Internship

#	Statement	Mean $\bar{x}$	Standard
11.	Fifth-year interns develop effective professional relationships with mentoring teachers.	4.15	0.6998168
12.	Fifth-year interns foster a positive climate for student learning and individual growth.	3.87	0.6561245
13.	Fifth-year interns are motivated.	3.79	0.7670685
	Composite Mean - Domain 1:	**3.83**	

Domain 2: Effectiveness of a Fifth-Year Internship Compared With Fourth-Year Student Teaching			
#	Statement	Mean $\bar{x}$	Standard Deviation
1.	Fifth-year interns are more effective as beginning teachers than fourth-year student teachers.	3.80	0.9391759
2.	Fifth-year interns are more effective classroom managers than fourth-year student teachers.	3.53	0.9054677
3.	Fifth-year interns are more mature than fourth-year student teachers.	3.70	0.8227534
4.	Fifth-year interns are more confident than fourth-year student teachers.	3.85	0.8441271
5.	Fifth-year interns communicate more effectively within the educational environment than fourth-year student teachers.	3.63	0.8378085
6.	Fifth-year interns are more likely to be successful in the first year of teaching than fourth-year student teachers.	3.92	0.9286270
7.	Fifth-year interns are more skilled in their content areas than fourth-year student teachers.	3.49	0.8544557
8.	Individuals who pursue a master's degree in teaching are more effective beginning teachers than fourth-year student teachers.	3.28	0.9333562
9.	Fifth-year interns have greater exposure and understanding of extracurricular teaching duties than fourth-year student teachers.	3.80	0.9922779
10.	Fifth-year interns develop a more effective professional relationship with mentoring teachers than fourth-year students.	3.93	0.9442810
11.	All things being equal, I would hire a fifth-year intern over a fourth-year student teacher.	3.75	1.0561177
	Composite Mean - Domain 2:	**3.69**	

Domain 3: Intern Performance on the State Model for Local Evaluation

#	Statement	Mean $\bar{x}$	Standard Deviation
1.	Fifth-year interns exhibit appropriate levels of competence on the TIM.	3.59	0.9656726
2.	Fifth-year interns effectively describe the learning task to students.	3.68	0.5723322
3.	Fifth-year interns effectively present the content (i.e., information, concepts, principles) to students.	3.80	0.5163978
4.	Fifth-year interns provide learners with appropriate levels of practice and review.	3.58	0.7120753
5.	Fifth-year interns effectively monitor learner understanding and comprehension of content that has been presented.	3.60	0.6717753
6.	Fifth-year interns effectively involve the learner in the learning task(s).	3.78	0.5767949
7.	Fifth-year interns effectively report learner status and progress to each student.	3.55	0.7493587
8.	Fifth-year interns effectively establish and maintain appropriate student behavior.	3.50	0.7844645
9.	Fifth-year interns effectively create and maintain a climate that promotes learning.	3.65	0.8335897
10.	Fifth-year interns effectively use available classroom resources.	3.68	0.7641822
11.	Fifth-year interns effectively use vocabulary, grammar, and language in both written and spoken communication.	3.68	0.6938373
12.	Individuals who successfully complete a fifth-year teacher preparation program exhibit greater levels of effectiveness on the TIM than fourth-year student teachers.	3.45	1.0365129
	Composite Mean - Domain 3:	**3.63**	

The highest-rated statements related to the perceptions that fifth-year interns developed effective professional relationships with mentors; a year-long internship was an appropriate amount of time for in-school teaching experiences; and fifth-year interns were appropriately exposed to extracurricular activities. The lowest-rated statements related to the pursuance of a master's degree and skill within content area and greater levels of TIM competence compared to fourth-year student teachers.

The interview process revealed a variety of strengths, as well as some weaknesses, associated with a fifth-year teacher preparation/internship program. Principals placed great value in a year-long experience that provides interns with a broader experience and allows for a variety of educational opportunities. Maturity and confidence of interns were perceived as great strengths of the program. The single greatest weakness acknowledged by all principals who were interviewed was the cost or financial burden a fifth year of education placed on interns.

Conclusions

Several conclusions were reached upon completion of the study:

1. Principals perceived that a fifth-year teacher preparation/internship program is generally effective in producing beginning teachers;
2. A year-long internship was perceived as an appropriate amount of time for such a program;
3. A fifth-year teacher preparation/internship program compared favorably with fourth-year student teaching programs with which principals had previously worked; and
4. Prospective teachers who complete a fifth-year program are more likely to be successful in their first year of teaching than their student-teaching counterparts.

This study concluded with several recommendations for further research and various program applications of the UTK fifth-year teacher preparation/internship program.

APPENDIX A

Principals' Perceptions Questionnaire

I. Demographics - General Information

Please circle the response that describes you best:

1. Gender: Male Female

2. Race: Black White Other _____

3. Age: 20-29 30-39 40-49 50-59 60 or Above

4. Level of Education - Highest Degree Earned:
   Bachelor's Master's Ed. Specialist Doctorate
   Other _____

5. Years of Experience as a Principal:
   0-5 6-10 11-15 16-20 20 or Above

6. Type of School:
   Elementary Middle/Junior High High School

7. School Enrollment:
   0-500 501-750 751-1000 1001-1500 1501 or Above

8. Community Type: Urban Rural Suburban Metropolitan

9. Have you supervised student teachers in the past? Yes ___ No ___

II. General Effectiveness of the UTK Internship

The following statements relate to the general effectiveness of the UTK Year-Long Internship for Teacher Preparation. Please circle the response that best reflects your perception of each statement.

Key: 1= SD - Strongly Disagree
2 = D - Disagree
3 = M - Neutral
4 = A - Agree
5 = SA - Strongly Agree

		SD 1	D 2	N 3	A 4	SA 5
1.	A year-long internship produces an effective beginning teacher.	1	2	3	4	5
2.	A year-long internship produces a reflective beginning teacher.	1	2	3	4	5
3.	A year-long internship program fosters a collaborative climate between K-12 public schools and colleges of education.	1	2	3	4	5
4.	The pursuit of a master's degree in teaching enhances the development and growth of the effective beginning teacher.	1	2	3	4	5
5.	Fifth-year interns communicate effectively within the educational environment.	1	2	3	4	5
6.	Fifth-year interns manage the classroom effectively.	1	2	3	4	5
7.	A year-long internship is an appropriate amount of time for in-school teaching experiences.	1	2	3	4	5
8.	Fifth-year interns are exposed to appropriate extracurricular school activities.	1	2	3	4	5
9.	Fifth-year interns communicate and relate well to students.	1	2	3	4	5
10.	Fifth-year interns are well prepared within their specific content area(s).	1	2	3	4	5
11.	Fifth-year interns develop effective professional relationships with mentoring teachers.	1	2	3	4	5
12.	Fifth-year interns foster a positive climate for student learning and individual growth.	1	2	3	4	5
13.	Fifth-year interns are motivated.	1	2	3	4	5

III. Effectiveness of a Fifth-Year Internship Compared With Fourth-Year Student Teaching

The following statements relate to the effectiveness of the UTK fifth-year teacher preparation program compared to traditional fourth-year programs. Please circle the response that best reflects your perception of each statement.

Key: 1 = SD - Strongly Disagree
2 = D - Disagree
3 = N - Neutral
4 = A - Agree
5 = SA - Strongly Agree

		SD 1	D 2	N 3	A 4	SA 5
1.	Fifth-year interns are more effective as beginning teachers than fourth-year student teachers.	1	2	3	4	5
2.	Fifth-year interns are more effective classroom managers than fourth-year student teachers.	1	2	3	4	5
3.	Fifth-year interns are more mature than fourth-year student teachers.	1	2	3	4	5
4.	Fifth-year interns are more confident than fourth-year student teachers.	1	2	3	4	5
5.	Fifth-year interns communicate more effectively within the educational environment than fourth-year student teachers.	1	2	3	4	5
6.	Fifth-year interns are more likely to be successful in the first year of teaching than fourth-year student teachers.	1	2	3	4	5
7.	Fifth-year interns are more skilled in their content areas than fourth-year student teachers.	1	2	3	4	5
8.	Individuals who pursue a master's degree in teaching are more effective beginning teachers than fourth-year student teachers.	1	2	3	4	5
9.	Fifth-year interns have greater exposure and understanding of extracurricular teaching duties than fourth-year student teachers.	1	2	3	4	5
10.	Fifth-year interns develop a more effective professional relationship with mentoring teachers than fourth-year student teachers.	1	2	3	4	5
11.	All things being equal, I would hire a fifth-year intern over a fourth-year student teacher.	1	2	3	4	5

IV. Intern Performance on the State Model for Local Evaluation

The following statements relate to the effectiveness of the UTK fifth-year interns' levels of competence on the state model for local evaluation. Please circle the response that best reflects your perception of each statement.

Key: 1 = SD - Strongly Disagree
2 = D - Disagree
3 = N - Neutral
4 = A - Agree
5 = SA - Strongly Agree

		SD 1	D 2	N 3	A 4	SA 5
1.	Fifth-year interns exhibit appropriate levels of competence on the TIM.	1	2	3	4	5
2.	Fifth-year interns effectively describe the learning task to students..	1	2	3	4	5
3.	Fifth-year interns effectively present the content (i.e., information, concepts, principles) to students.	1	2	3	4	5
4.	Fifth-year interns provide learners with appropriate levels of practice and review.	1	2	3	4	5
5.	Fifth-year interns effectively monitor learner understanding and comprehension of content that has been presented.	1	2	3	4	5
6.	Fifth-year interns effectively involve the learner in the learning task(s).	1	2	3	4	5
7.	Fifth-year interns effectively report learner status and progress to each student.	1	2	3	4	5
8.	Fifth-year interns effectively establish and maintain appropriate student behavior.	1	2	3	4	5
9.	Fifth-year interns effectively create and maintain a climate that promotes learning.	1	2	3	4	5
10.	Fifth-year interns effectively use available classroom resources.	1	2	3	4	5

		SD 1	D 2	N 3	A 4	SA 5
11.	Fifth-year interns effectively use vocabulary, grammar, and language in both written and spoken communication.	1	2	3	4	5
12.	Individuals who successfully complete a fifth-year teacher preparation program exhibit greater levels of effectiveness on the TIM than fourth-year student teachers.	1	2	3	4	5

APPENDIX B

Principals' Semi-Structured Interview Guide

1. How would you describe the fifth-year intern's ability to implement TIM competencies within the classroom and educational environment?

2. How would you compare the UTK fifth-year program with fourth-year teacher preparation programs with which you previously have been involved?

3. How would you describe the general effectiveness of the UTK fifth-year teacher preparation program?

4. What is the greatest strength(s) of the UTK fifth-year teacher preparation program?

5. What is the greatest weakness(es)?

6. What changes would you suggest for the UTK fifth-year teacher preparation program?

7. How has the UTK fifth-year teacher preparation program changed the relationship between schools and The University of Tennessee?

8. Are there any other comments you would like to make concerning the interns or the UTK fifth-year teacher preparation program?

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